INDIANS of the Plains

MAN IN HIS WORLD

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INDIANS of the Plains

Man In His World

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Nomadic Journey
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Eskimo—Journey Through Time
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The Navigators
Indians of the Plains
China
Kings of Peru
Greece
Stone Age Man
Teacher's Guides

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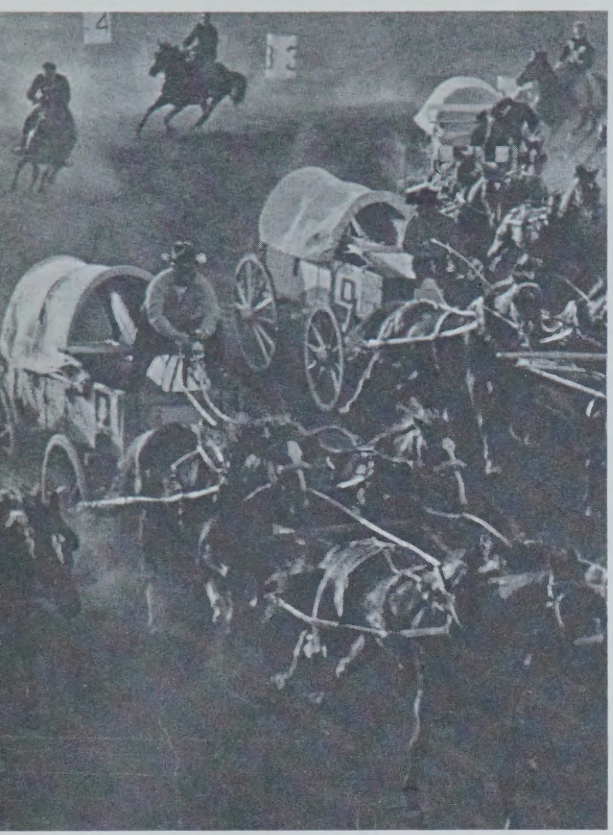

THE ADVENTURE BEGINS

"This is great!" Paul's excitement grew as the car moved through the streets of Calgary. His family had planned this trip to the Calgary Stampede for months. Paul and his sister Shelley could hardly believe they'd finally made it.

"Where do you get those cowboy hats everybody's wearing?"

"What's a chuckwagon, Dad?"

"Somebody told me there'll be Indians here. Is that right?"

"Hey, you two, calm down. Your mother and I don't know the answers to those questions either. But if we keep our eyes and ears open in the next few days, we'll probably learn a great deal."

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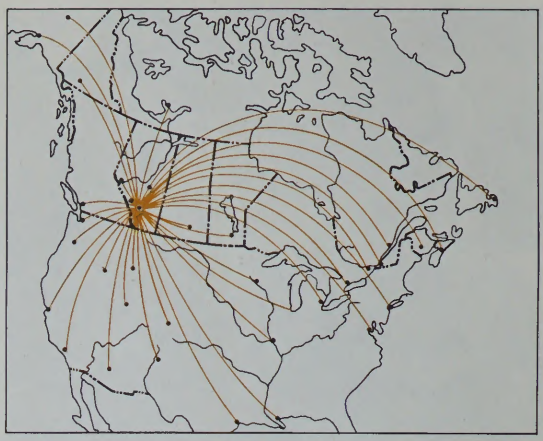
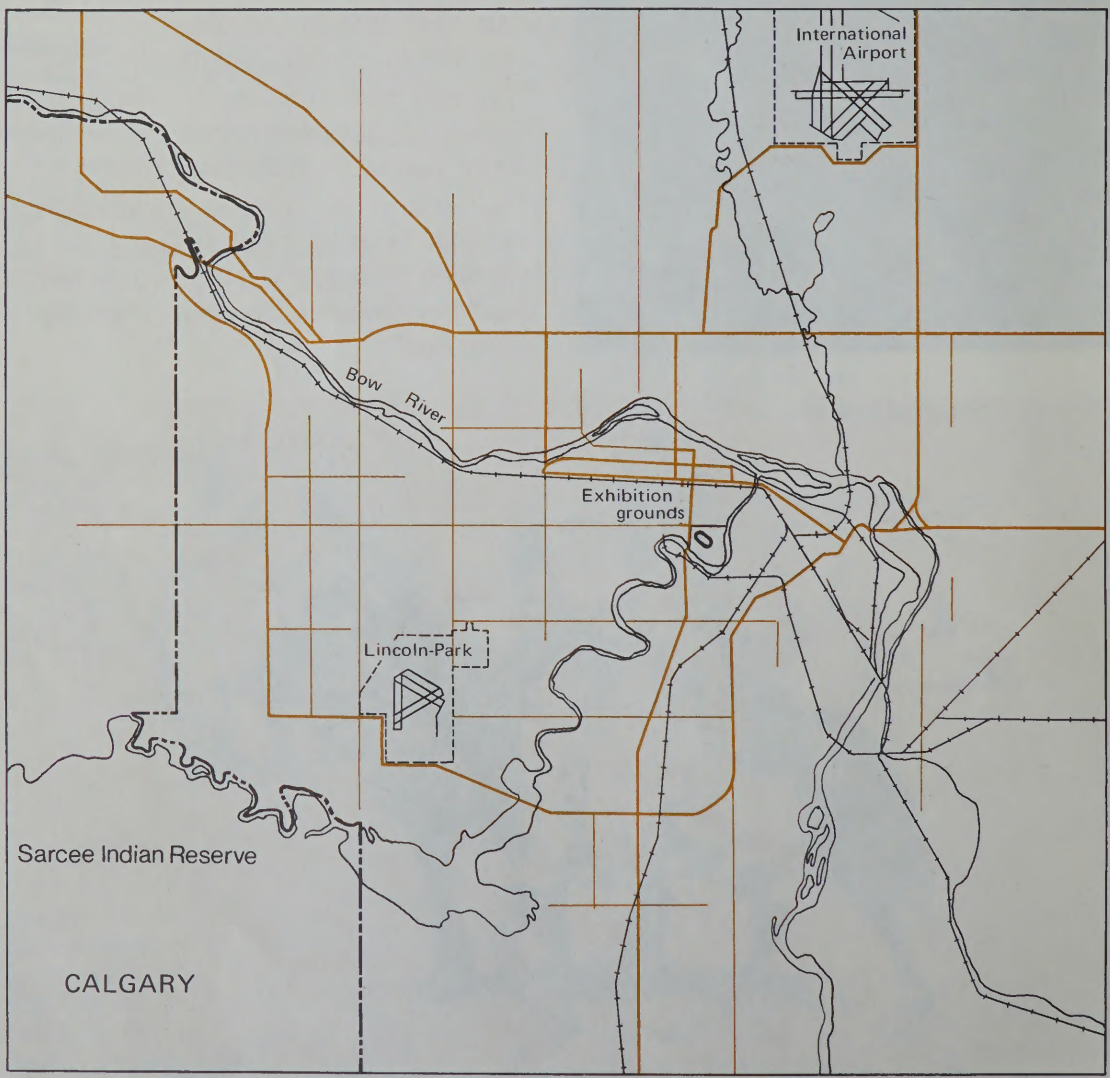
Which direction would you travel to reach Calgary? Use road maps and air flight maps to plot the route you would take. How long would the trip take: by plane? by car?

Study the map and locate the site of the Calgary Stampede. Where could the visiting Indians taking part in the Stampede erect their camp? Which Indian tribe is located closest to Calgary?





"I'm glad we got here early enough to stand right up front!" Paul adjusted his new white Stetson and waited for the parade to begin.
The crowd began to cheer and he heard music. "Here they come!"
"Stay on the curb and be careful of those horses," warned his mother.
Paul and Shelley were most impressed with the Indian boys and girls riding by on their ponies.
Suddenly, just as a handsome pony was passing, a balloon burst right behind Paul. He leaped forward in surprise. The pony reared. The front hoofs would have landed on Paul if the young Indian rider had not turned his pony at the last moment.

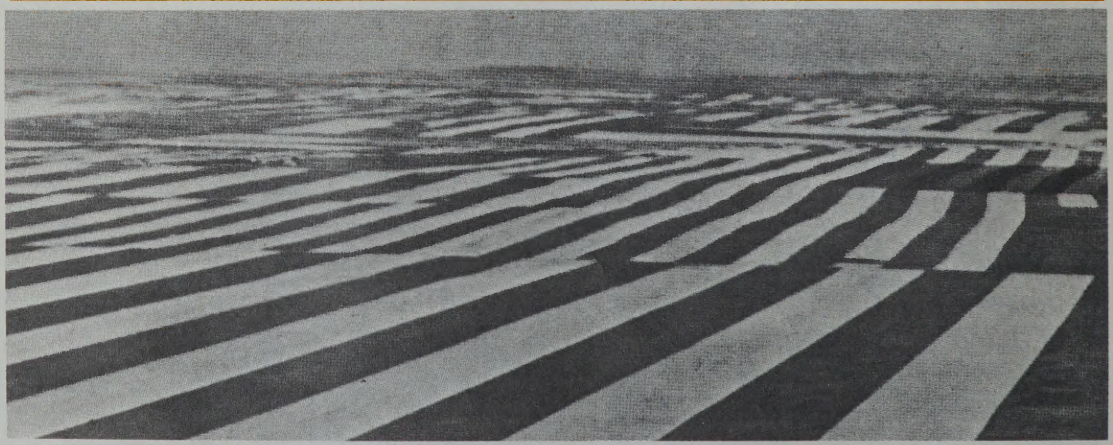
"Boy! I'm lucky he was a good rider!"
"Yep," said a tall cowboy standing beside him, "you're lucky it was Johnny Joseph on that pony. He's the best rider around here for his age."
Later Paul noticed something on the road in front of him and darted out to pick it up. It was a whistle made of bone. Paul remembered seeing it hanging from the neck of the boy on the frightened pony.
The cowboy told him that Johnny Joseph was living in the village at the Exhibition Grounds. Paul was glad to have a chance to see the boy and his pony again.

THE GREAT PLAINS

Calgary is located in a large geographical region known as the Great Plains. What does the term "plain" mean to you?
These pictures were all taken on the Great Plains. How are the *landforms* similar in each of the pictures?
Climatic statistics are given for locations near those of the pictures. Compare them.
Using the pictures and climatic statistics, write a note on the kind of landforms, vegetation, and climate you would expect to find on the Great Plains.

CALGARY, ALBERTA

TEMPERATURE		AVERAGE PRECIPITATION											
JAN. AVER.	JULY AVER.	J	F	M	A	M	J	J	A	S	O	N	D	ANNUAL
12.2	51.6	.5	.6	.7	.8	2.3	2.9	2.6	2.5	1.3	.7	.7	.5	16.1



CROW AGENCY, MONTANA

TEMPERATURE		AVERAGE PRECIPITATION											
JAN. AVER	JULY AVER.	J	F	M	A	M	J	J	A	S	O	N	D	ANNUAL
19.7	72.6	.80	.77	1.25	1.41	2.42	2.01	1.35	.86	1.36	1.38	.90	.82	15.33

CHEYENNE, WYOMING

TEMPERATURE		AVERAGE PRECIPITATION												
JAN. AVER	JULY AVER.	J	F	M	A	M	J	J	A	S	O	N	D	ANNUAL
26.7	67.0	.38	.75	1.11	2.29	2.48	1.58	1.99	1.57	1.51	1.07	.57	.62	15.82

BISON, KANSAS

TEMPERATURE		AVERAGE PRECIPITATION												
JAN. AVER	JULY AVER.	J	F	M	A	M	J	J	A	S	O	N	D	ANNUAL
29.3	79.6	.30	.80	.96	1.82	3.15	3.33	2.72	3.13	1.90	1.32	1.08	.53	21.04

SEMINOLE, TEXAS

TEMPERATURE		AVERAGE PRECIPITATION												
JAN. AVER	JULY AVER.	J	F	M	A	M	J	J	A	S	O	N	D	ANNUAL
41.8	79.2	.33	.79	.62	.95	1.88	1.63	2.03	2.12	2.18	1.96	.59	.62	15.70

Throughout the vast Great Plains area, the physical characteristics (landforms, climate, vegetation, soils) are similar. The limits of the Great Plains are determined by changes in physical characteristics.

What major difference in *landform* marks the western boundary?

What gradual change in *vegetation* determines the eastern boundary?

According to the climatic graphs, what factors are most important in determining the northern and southern boundaries? Although many different Indian tribes lived on the Great Plains, their lives were similar because their physical *environment* was similar.

"Johnny Joseph is sure going to be surprised to see this whistle again!"

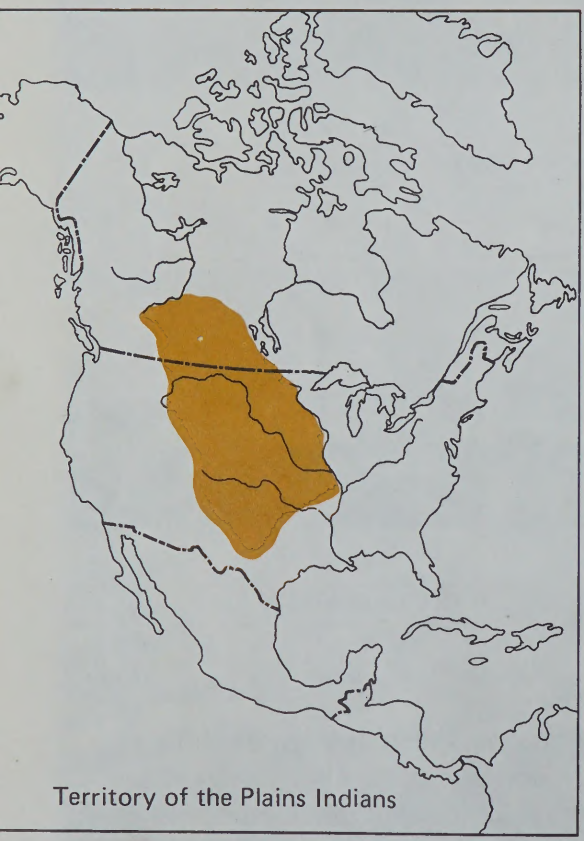
As Paul neared the tipis in the Exhibition Grounds, he was directed to the Joseph home, a tipi decorated with paintings of buffalo and horses.

As he approached, Johnny Joseph came out looking very unhappy. Paul rushed toward him, holding out the whistle and shouting, "You dropped this in the parade when your pony reared."

Johnny's eyes lit up and a huge smile covered his face. He ran into the tipi and reappeared with a wrinkled and smiling old man.

"My grandson tells me you returned the whistle he lost. Thank you. It was my father's and his father's before that. I let Apesomucca borrow it to wear in the parade."

Paul looked puzzled and Johnny laughed. "Grandfather means me. My Indian name is Apesomucca. It's Blackfoot for Running Wolf. We are members of the Blackfoot tribe."



Territory of the Plains Indians

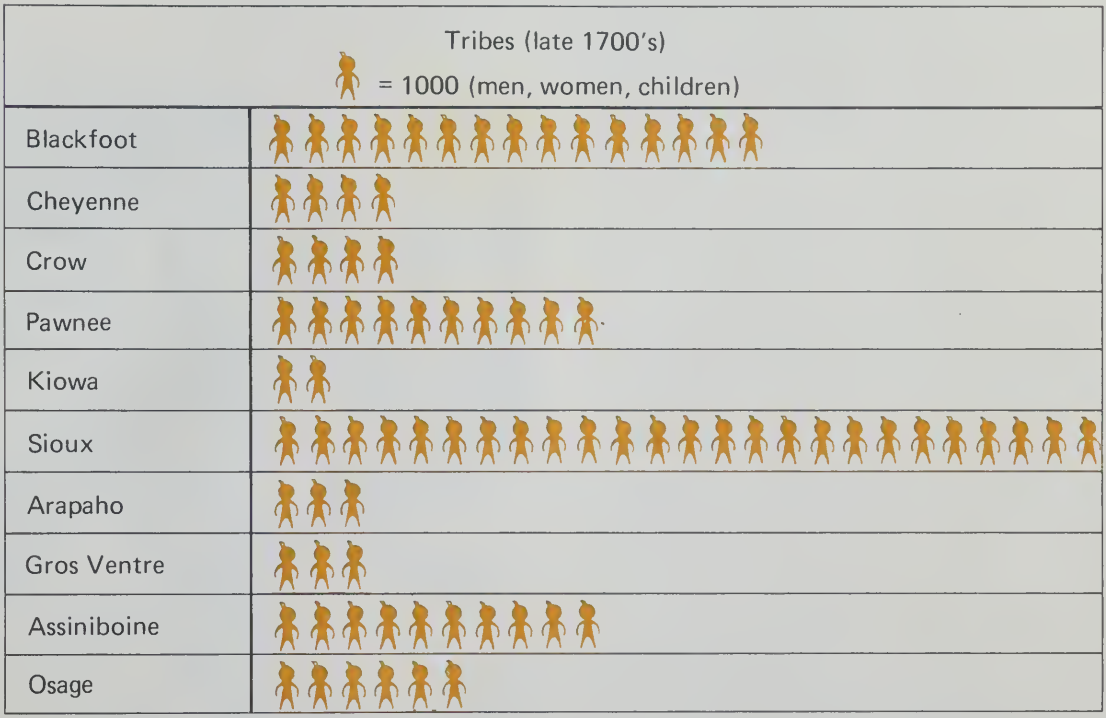
Did You Know?

- Among the Blackfoot, the name given to a boy at birth lasted only until his first war party. At that time his comrades gave him a new name, often in mockery. Later he adopted another name which he felt suited his character. Even such manhood names could change.

The shaded part of the map shows where the Plains Indians roamed. How much of North America does this area cover?

Many different tribes of Indians lived on the Great Plains. These tribes were *nomadic*, but moved only within their own territories. To move into the hunting grounds of another tribe could easily have caused war.

1. Which tribe was the largest? What was its population?
2. Which tribe was the smallest? What was its population?
3. List the tribes by population.
4. Find the section of the plains which each of these tribes occupied.
5. Which area was most heavily populated? which least?
6. On a map similar to the one on page 8, print the names of each tribe.
7. Discover the names of other tribes of Plains Indians.
8. Suggest why it would be difficult to determine the population of tribes of Plains Indians.



Here is part of a report, written in 1875 by Father Lacombe to Lieutenant-Governor Morris at Fort Garry, Manitoba, on determining Indian populations. Find out what the French means.

"Pour donner une idée juste du nombre de ces Sauvages, la chose serait difficile puis qu'il n'y a pas un recensement régulier. On pourrait tout an plus donner un nombre approximatif, comme je vais tâcher de la faire comme luit"

*Cris du bois	200 loges, à 6 par loge	=	1200
.....de la prairie	200	.....	2400
Assiniboine de la prairie	90	.....	540
*.....du bois	80	.....	480
Pieds-Noirs	200	.....	1200
Gens du Lang	230	.....	1380
Piéganes	250	.....	1500
Sarcis	40	.....	240
*Not Plains Indian tribes		Total	9340

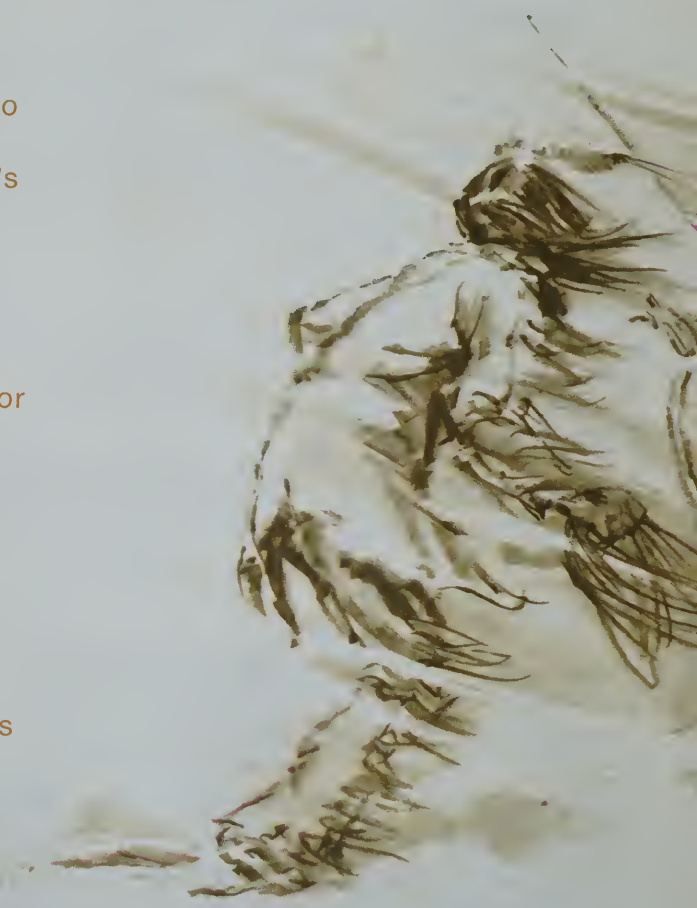
Well Done Little Brother!

"I'm going to feed my pony. Want to come with me?" asked Johnny.

Paul's eyes lit up. "Would I? Let's go!"

"Let's all go," said Johnny's grandfather.

They crossed the Exhibition Grounds to the horses. His pony crowded close to Johnny looking for food. Johnny patted him and said, "Grandfather gave him to me. He's always telling me I'm lucky that I didn't live a few hundred years ago because then I would have had to get my own pony. Yet I wish I had lived then. I know what it was like because my grandfather tells me stories about it, the same stories his grandfather used to tell him. My favourite is the story about a boy and his first pony."



The blizzard choked and blinded me. But I knew that while the snow made it difficult for me to see, it hid me from my enemies and the howling wind covered any sounds I made as I crept into the camp.

My brother had taught me what I must do, and he watched now from

nearby. There were some horses tethered together at the edge of the village but we had decided that stealing the horse tethered outside a tipi near the centre of the village would be the most difficult and would therefore bring the highest honour. The other end of his tether was tied inside the tipi, perhaps even to his owner's wrist. Taking that horse would require great courage and stealth. But when I rode through my village and my brother told the tale of my bravery, my people would not look at me as a child any longer. If I failed and got caught by our enemy, the penalty would be death.

I crawled with my knife in hand closer to the horse. Gently, hardly breathing, I seized his tether, made a loop, held it fast, and with one quick cut sliced it through. The pony's eyes grew wide. For a moment I thought he would neigh and waken his master, but he only shook the snow from his shaggy coat.

I pulled on his tether and he moved obediently, his hoofs making no sound in the soft snow. The drifts were deep and we would not travel quickly. We moved past many tipis filled with my sleeping enemies. I began to breathe more easily as we passed the last tipi but at that moment a snowy figure loomed before me. My heart pounded as I turned aside and tried to run. I shook as a strong hand grasped my arm, and a dark face looked into mine.

"Well done, little brother! Our people shall know that you are both clever and brave. He is a fine pony. The two of you shall kill many buffalo together".

Something To Do

Rewrite this story giving it an exciting but different ending.

Most people picture the Plains Indian as a warrior, dressed in beaded buckskin, wearing his war bonnet and sitting astride his pony.

Did You Know?

– When the white man arrived in North America, the Indians had never seen a horse.

THE COMING OF THE HORSE

1520 Cortez brings horses with him to conquer Mexico.

1600 Spanish settle present-day New Mexico and Arizona; many of their horses are stolen by Indians.

1680 Indians revolt in the south-west; Spanish leave territory; hundreds of horses escape onto the plains.

1680-1730 Horses gradually spread northward.

1730 Blackfoot first see horses when attacked by mounted Shoshone.

1750 Horses are possessed by all Indians of the Plains.

Something To Do

On a map of North America, mark the dates in the proper places to show the spread of the horse throughout the plains.

Which tribes first possessed horses? Name some advantages these Indians held as a result.
The Indians quickly learned how to capture, tame and train the wild horses of the plains. It was not very long before they had become expert horsemen.

What is the Indian doing that shows he has mastered the art of riding?

Compare the riding gear of the Indian with that of the cowboy. Indians did not always ride bareback. What might they have used to cover the backs of their horses?

Identify the objects in the sketch and suggest how they were used.

Did You Know?

– Walter Webb, a brilliant historian, called the Plains Indians "the red knights of the prairie."
What do you think he meant by "red knights"?

"That was a great story!" said Paul. Then he asked Johnny's grandfather, "Did you ever hunt buffalo?"

Grandfather and Johnny laughed. "No," said the old man. "They were gone before my time."

THE BUFFALO

Estimate the height and weight of this buffalo. How might the buffalo's size act as a defense against other animals?

Did You Know?

- Some buffalo weigh as much as 2400 pounds.

1. What does the buffalo eat?
2. How does he get his food in winter?
3. In what areas of North America would this food be most plentiful?
4. The buffalo is a *migrating* animal. Give reasons why migration is necessary.

Use these facts about buffalo to discuss the ease or difficulty man would have had in hunting them.

1. generally slow moving but could reach 30 miles per hour for short periods
2. poor eyesight
3. keen sense of smell
4. little fear of sound
5. little fear of smaller animals
6. *instinctive* dread of fire
7. moved in herds
8. followed definite migration routes
9. often stampeded (If a lead bull sensed danger and began to move, the whole herd would react and move with him.)

Did You Know?

- In 1541 Coronado, a Spanish explorer, reported seeing the drastic results of a buffalo stampede. A lead bull had dashed blindly toward a ravine followed by a tremendous thundering herd. "So many of the animals fell into the ravine that they filled it up and the rest went across on top of them."

Something To Do

Draw a picture to illustrate Coronado's story.

Extermination of the Buffalo

YEAR	
1800	45 - 60 million
1865	15 million
1872	7 million
1900	1 thousand

Between 1865 and 1872, how many buffalo were exterminated? About how many per year would this be?

Translate another part of Father Lacombe's report to discover his reasons for believing that the buffalo was in danger of being exterminated.

"Tous ces Sauvages, excepté ceux du bois, ne vivent exclusivement que par la chasse des buffalos dont il font une grande destruction en toutes les saisons de l'année. Ils sont sans cesse à la poursuite de ces troupeaux, qui diminissent à vue d'oeil, tous les ans et menacent de disparaître complètement.

Une autre question bien importante pour l'avenir de ces tribus nomades, c'est la chasse du buffalo. Depuis un certain nombres d'années, la chasse des ces animaux se fait sur une grande échelle, surtout depuis que les marchands se dirigent de ce côté pour acheter les peaux du buffalo.

Ces troupeaux diminuent beaucoup, et si on trouve pas moyen de les protéger, encore une dizaine d'années et ses grands moyens de subsistance pour les Sauvages auront disparu complètement."

Did You Know?

- In 1883 10,000 buffalo, the largest remaining herd, were eliminated in a few days by guarding all the water holes and shooting the buffalo as they came to drink.
- By 1900 only two wild herds were still in existence, one of 21 animals in Yellowstone National Park and a second of less than 1,000 in Canada. Canada has been protecting her remaining buffalo since 1890.

Something To Do

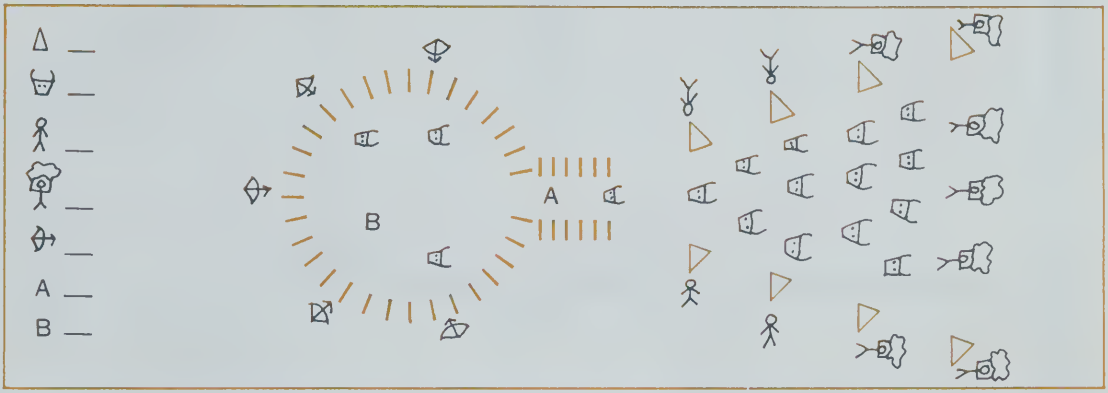
1. Discover how many buffalo exist in North America today and what is being done to preserve them.
2. Estimate the size of this buffalo herd.
3. Discuss these reasons given by the buffalo hunters of the 1800's to justify their mass slaughter.

— Much money could be made by selling buffalo fur, which had become fashionable as carriage robes, and buffalo tongue, which had become a great delicacy.
— Buffalo ate the grass settlers needed for their cattle.
— Buffalo herds spread disease to domesticated animals.
— Buffalo herds destroyed railroad tracks.
— Indians would be eradicated since buffalo meat was their food.

The illustrations represent one of the methods used by the Indians to hunt buffalo before they had horses. Tell what each of the symbols and letters in the diagram represents.
In your own words, describe this method of hunting the buffalo.
Discover two other ways in which Indians hunted buffalo before the coming of the horse.

Did You Know?

-Places where buffalo *"jumps"* or *"pounds"* existed are still to be found on the prairies. In such places, there are thick beds of bones from the hundreds of animals that were killed there. Scattered among the bones are often stone arrowheads and skin scrapers.



How can you tell that this topographical map shows an area on the Great Plains where buffalo were once hunted by Indians?

By studying the *latitude* and *longitude,* find exactly where this area is located.

Contour lines are used to show changes in *elevation*. Where is the lowest land on the map? Where is the highest?

The farther the contour lines are from each other, the flatter the land. Where is the flattest land on this map?

The closer the contour lines are to

each other, the steeper the slope of the land. Where is the steepest land on this map?

How much of a drop occurs from the land above the lake to the lake surface?

Imagine that you are hunting buffalo in this area without the use of long-range weapons. Choose a site on the flat land where the buffalo might be grazing. Select the route, direction and location to which you would drive the buffalo in order to inflict the greatest slaughter. Explain and justify your plan.

Johnny Joseph looked sad as he said, "Grandfather's stories make me wish I had lived in the days of the great hunts. Tell Paul what it was like for a boy to kill his first buffalo, grandfather. Tell the story about Ninapetamista."

Ninapetamista Hunts the Buffalo

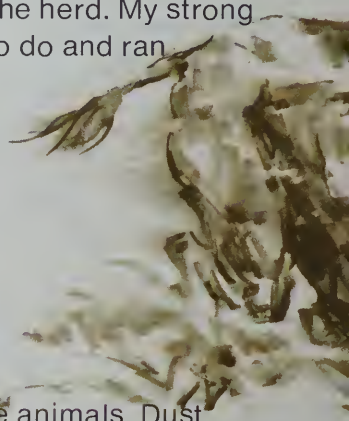
"The herd! The herd! We've sighted the herd!" The ponies swept into the village carrying the screaming scouts. The hunting chief quickly emerged from his tipi and began to give orders to the hunters who gathered around him. The *Dog Soldiers* watched carefully to make sure that no lone hunter left camp and frightened off the herd.

I stood beside my father shouting excitedly with the rest. My weapons had not been far from me ever since I had been told that I could take part in the next buffalo hunt. Up until that time it had been my job to stand at a distance from the hunt holding the tethers of the extra ponies. They had to be ready for the hunters when they needed a fresh mount. But today I would join the men and hunt the buffalo.

Each hunter was given his orders and assigned his place in the hunting formation. I waited eagerly for the signal from the hunting chief. At last it was given.

I felt excitement but not fear. I had practised long and hard for this day. I wore only my breechcloth and moccasins. I had left my saddle at the tipi. Some of my friends had slung whips over their wrists but I needed none. In my left hand was my bow, in my right three arrows.

Remembering what I had watched the hunters do many times, I chose my buffalo carefully. He was taller than the others and was running near the edge of the herd. My strong pony knew what to do and ran



straight toward the animals. Dust and noise and the smell of the buffalo filled the air. My pony ran very close to the giant beast. I could see his lolling tongue and wild eyes. I took careful aim and released the arrow but was too slow. At that moment the pony turned away to avoid colliding with the great animal and my arrow fell short.

We wheeled and once more my pony and I headed toward the running herd. But again I hesitated and my arrow fell to the ground

under the hoofs of the stampeding beasts.

Ashamed and disgusted, I turned my pony and raced headlong toward my prey. As we drew alongside, my heart was pounding as hard as the hoofs. I could not go back to my father in disgrace, empty-handed. My last arrow embedded itself in a huge buffalo. He ran a few strides and I feared that I had not struck true. Then he faltered, fell, struggled to rise, and finally collapsed. Pride filled my heart! I screamed joy to the sky! All must know that I, Ninapetamista, had killed my first buffalo!

Something To Do

Find out more about the Dog Soldiers.

1. How did the coming of the horse make it easier for the Indian to hunt the buffalo?
2. Why was hunting the buffalo on horseback dangerous?
3. What weapon, other than the bow-and-arrow, might be used during the hunt?
4. Why do you think the Indian preferred to use the bow-and-arrow even after the arrival of rifles?

"Well," said grandfather, "while we were talking about killing buffalo, grandmother was busy getting lunch ready. I see her waving at us to come. While we eat, see if you can get her to tell you what it must have been like for the women after a buffalo hunt was over."

After the Hunt

"Stop barking! Stop the noise!" Women shouted. Dogs barked. Children laughed. The dog *travois* were hitched up and we set off to the hunting grounds to skin the buffalo.

How proud we had been when my father had ridden into camp to tell us the good news! "At the hunting ground you will find arrows in three buffalo. Two were killed by me and one by your brother."

The sun was hot and the flies buzzed around us as we worked.

First the hide was slit down the back and along the belly so that it could
oved in two halves. From my
r's buffalo I cut the beard. I
ıe would want it to decorate
w. Our shinbone knives and
ms were soon red with warm
We gave some to the little
o drink, for we wanted them to
to be as brave and strong as
ıffalo.
ur father and brother killed
buffalo, so they get the hump,
art, the liver and the tongue,"
other reminded me. As we cut
loose, we talked of the great
we would have that night.
one in the camp would eat

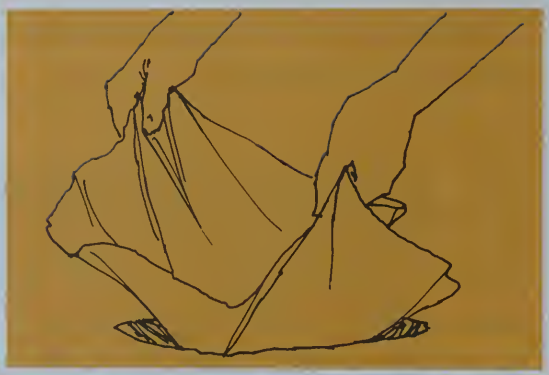
eed a new digging tool, so cut
that shoulder blade and set it
side," my mother ordered.
would use it to dig a hole where
ould put the buffalo's tough
ach pouch to make a boiling
was careful not to spill the
nts of the stomach. They would
ated and eaten back at the
).
as growing tired and my arms
d from the hard work. I stopped
tch the small children hiding
ıd the carcasses and wished I
d join them in their game. But I
I would soon be a woman and
learn women's work. My
ıer spoke sharply, "Hurry now.
me pack all of this into the
s and onto the travois. It will be
ıg walk back to the camp and
e will be much to do when we
here."

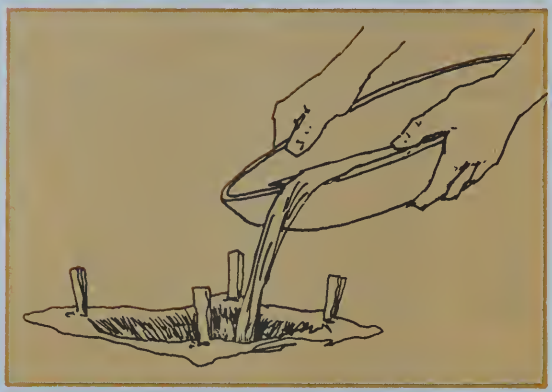
The Plains Indians' major use of buffalo was for food. However, they found many other uses for the various parts of the buffalo listed below.

hair —beard
hide
hoofs
bones —leg bones
—shin bones
—curved ribs
—shoulder blades
—skull
—porous nosebone
—small bones
horns
stomach —intestines
tail
brain
tallow (fat)
droppings (chips)
leg and thigh muscles

Suggest which part of the buffalo the Plains Indian would use to provide the following:

- a buffalo hide scraper
- a spoon
- a pair of moccasins
- a drum
- a kettle
- a fly swatter
- cooking oil
- stuffing for balls for games
- a tipi cover
- an arrow straightener
- a bow string
- a hammer
- fuel for fires
- a paintbrush
- a shield
- buffalo hide softener
- decorations for war bonnets
- ornaments for clothing, spears, bows
- tips for smoke-flap poles on tipis
- arrow points
- a digging tool or axe
- bedding
- a food storage pouch
- a bowl
- ceremonial displays
- a berry pounder
- sled runners
- a needle
- 'thread' for stitching
- glue
- a rattle





Preparing Buffalo Stew

Buffalo stew was one of the Indians' favourite dishes. Study the pictures to see if you can explain how the stew was prepared. Try it yourself.

Roasted Buffalo

Fresh buffalo meat was often roasted on a spit over the open fire. Draw a picture to illustrate this method.

Did You Know?

- Buffalo blood was drunk while it was still warm.
- The stomach of the buffalo was cut open and a few hot stones were thrown inside. When the contents were brought to a boil, the rich soupy mixture, composed basically of grasses with a high vitamin content, was eaten by the Indians.
- The favourite parts of the buffalo, which the tribe usually feasted on first, were back fat, heart and liver. A special delicacy, the tongue, was normally broiled before eating.
- The Indians had only one regular meal daily, in the afternoon.

Preparing Pemmican

1. Indian women cut the buffalo meat into thin strips. Why would it be important to keep the strips thin?
2. The strips were placed on a wooden rack to dry in the sunshine. What would be the advantages of using such a rack? How might they dry the meat in cold or wet weather?
3. The strips were removed from the racks in a few days after they were dry and brittle. This dried meat was called *jerky*. How could meat in this form be used as food?
4. Usually the strips were pounded with a stone hammer until they broke into powder. What could be added to the meat at this stage to improve its taste?
5. Melted buffalo fat was poured over the meat. How would this act as a *preservative?*

In this form (called pemmican), the buffalo meat would keep for three or four years. A man could live on a handful a day of this nutritious food. How was pemmican particularly suitable for the Plains Indians' way of life?

Did You Know?

- One pound of pemmican was said to be equal in food value to five pounds of meat.
- Even today dieticians have found nothing as valuable as pemmican for men on expeditions to places where there is no food.

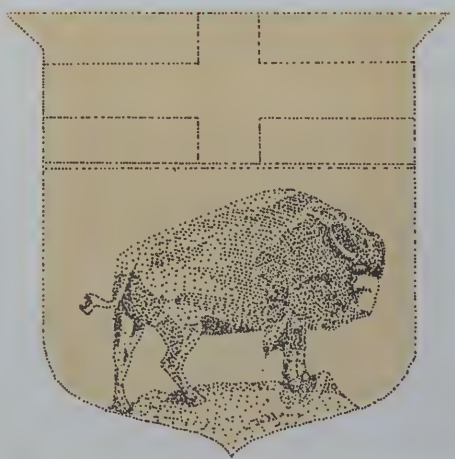
Something To Do

Make Your Own Pemmican

1. take some slices of cooked beef and let them dry out thoroughly
2. put the beef slices through a meat grinder
3. add a half cup of raisins to each pound of beef
4. put the ground meat and raisins in a shallow pan and pour melted suet over them
5. mix thoroughly
6. allow to cool and set

Plains Indians would *supplement* their meat diet with deer and antelope and occasionally bear. When other meat was scarce, birds and rabbits were eaten. Fish, frogs and snakes, however, were never eaten. Can you suggest why?

Of which province is this the coat of arms?
Why is the bison (commonly called the buffalo) an appropriate symbol for this province?



"That was a good story, grandma."
"And a good lunch too. Thanks," added Paul.
"I noticed you were looking around the tipi," said grandfather. "I bet you've never been in one before."
"No, I haven't. It must have been quite a job putting it up!"

Grandmother began to laugh. "In the old days, women put up and took down the tipis, along with all the other things they had to do."

THE INDIAN HOME

The home of the Plains Indians was called a tipi (Sioux: TI = "dwelling", PI = "used for"). It was constructed to be put up and taken down easily.
Why?
Several Indian women working together could set up a tipi in only three minutes.

Rearrange the steps listed so that they are in the order they would be taken in setting up a tipi.

1. wooden pegs (about twelve inches long) passed horizontally through holes to fasten the edges together
2. the bottom of the frame poles moved outward to stretch the cover tightly
3. the tops of three poles (18' to 20' long) laced together and set up as a *tripod*
4. the lower edge of the covering staked to the ground
5. the covering of buffalo skins put on (carried up with the last pole)
6. additional poles (ten to twelve) rested on the tripod
7. the covering overlapped down the front to line up with the holes in each edge

The covering for the tipi was replaced each spring with tanned skins of buffalo cows. At first the skins were white but they gradually darkened.
Why do you think spring was a suitable time to replace the tipi covering?
Why would the covering become darker?

At the top of the tipi are two flaps (sometimes called wings or ears). What was their use? Why were movable poles attached to the flaps?
An average-sized tipi measured about 15' across at the bottom. How many tipis could you put in your classroom? in your gymnasium? on your playground?

Did You Know?

- The largest tipi of which there is any record was seen in 1832 in a camp of the Blackfoot. It measured between 40′ and 50′ in diameter.
- A tipi was not a perfect *cone.* The back poles were more nearly vertical than the front and side poles.
- Another name for a tipi was a lodge.

Make a model of a tipi. Use the sketches and scale to help you. What did the Indians use to

1. make the frame?
2. make the covering?
3. fasten the edges of the covering?
4. tie the poles together?

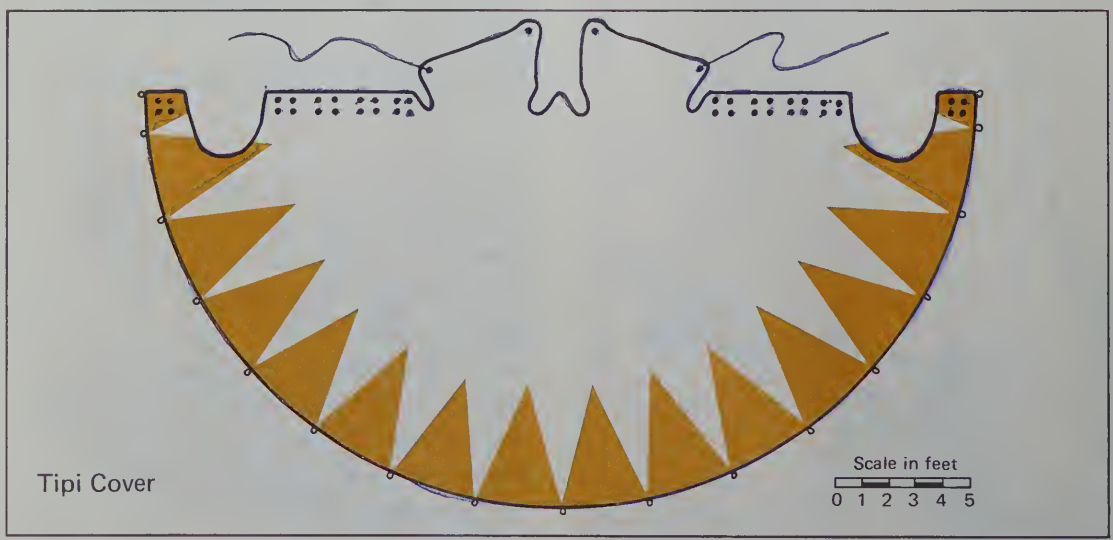
What could *you* use for each of these?
Decorate your tipi. Remember that the men often painted pictures of their daring deeds on the outside.

In the spring the various bands of the tribe, which had been scattered during the winter, came together. The tipis were grouped three or four deep to form a circle. Each band had its own place in the circle which always remained the same. In the centre of the encampment was located the Council Tipi.

Something To Do

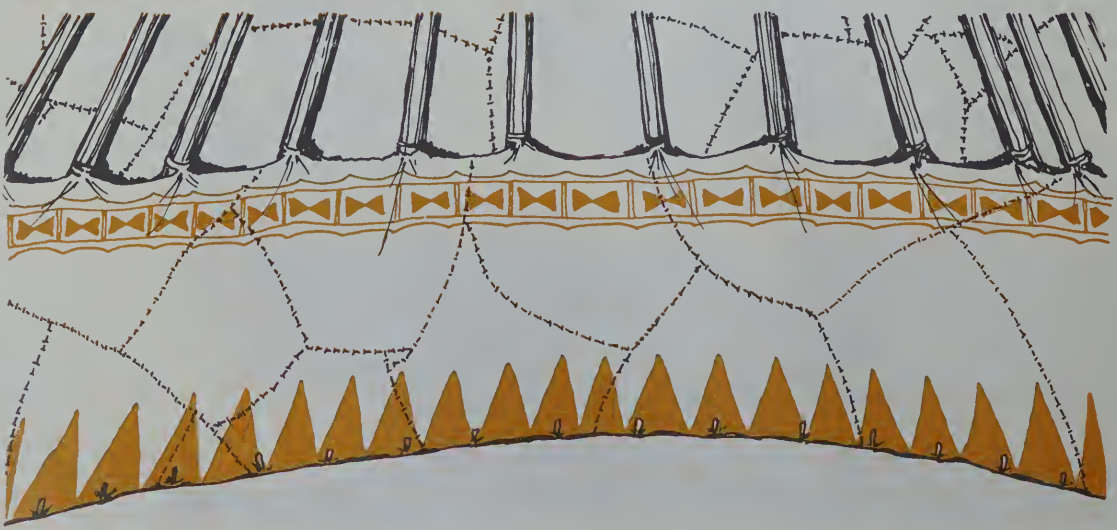
Put your tipi with those of your classmates to form an encampment. Remember that you will need a Council Tipi. How will it compare in size with the others?

1. Draw a diagram of the Indian encampment.
2. Imagine that four bands made up the encampment. Give each a name and put them on your diagram.
3. Label the Council Tipi.
4. Who do you think would meet in the Council Tipi? Why?



Tipi Cover

With some of your classmates, form a small group. Make up questions about the tipi lining (you may or may not know the answer). Take turns with the other groups in the class asking and answering the questions. Try to make up questions which will require your classmates to *think*.



The furnishings of the Indian tipi were simple and few. Why? This diagram shows what would likely be found on the floor of a tipi.
Use the list to suggest what each of the numerals stands for.
Some items on the list do not belong.
Use the scale to find the diameter of the tipi.
The area of the floor of this tipi would be about 200 square feet.
If four people lived in this tipi, how many square feet would there be for each person?
Compare this with the floorspace you have in your house.

Something to Do

On your classroom floor chalk a circle the same area as the tipi. Mark in the furnishings. Choose four people to live in your tipi. Make a list of problems they would *encounter* in living in such a tipi.

Study the sketch.

1. What was used for the frame of the Indian's bed?
2. About how far apart would these likely be placed?
3. How were they kept from moving?
4. Suggest some things that may have been used for bedding material beneath the buffalo robes.
5. Describe the shape of the backrest.
6. Why do you think it was made in this shape?
7. How do you think the straight willow rods were fastened to the frame?
8. The backrest took the place of what piece of furniture that we use a great deal?

"Women sure worked hard in the old days," said Paul.
"That's right," replied grandmother. "Before our people had the horse, women carried everything themselves on the travois."
"What's a travois?"
Grandmother laughed. "Trav-wah! That was our people's moving van."

ON THE MOVE

Except during the winter, when small bands settled down to protect themselves from the weather, the Plains tribes were constantly on the move.

When the order to "break camp" was given, the Indians had to get their belongings to the new camp site. To help them they used the travois. This consisted of two poles tied together, between which was fastened a platform. The load was placed on this platform.

1. What do you think would be carried on the dog travois? the horse travois?
2. Why did the Indians continue to use dogs to help them transport things even after they had horses?
3. For what other reasons might the Indians have kept dogs?
4. The poles of the travois served a double purpose. Explain.
5. What did the white man use at this time to transport his goods?
6. Why did these vehicles move more easily than the travois?
7. What do we call animals that are used to carry or pull things?
8. Name some of these animals.
9. Why were the men not responsible for looking after the travois?
10. A dog could drag a load weighing about sixty pounds. Had you been an Indian child, could it have dragged you?

11. How many pounds do you think a horse could drag? What is there in your classroom that would make up a load this heavy?

Something To Do

Make a model travois. First decide what you could use for the poles, the platform, and the animals.

If you have a dog, you might make a real travois.

Grandmother jumped up. "I've been sitting talking and I still haven't finished your costumes for the dance."

"Paul, I almost forgot. Would you and your family like to come and see us dance tomorrow?" asked Johnny Joseph.

"If I ever get the costumes finished," laughed grandmother.

Grandfather began to tease, "You wouldn't have lasted long in the old days when you'd have had to make the clothes for the whole family."

CLOTHING

Plains Indian men wore as little as possible. Their clothing consisted of a breechcloth, leggings and moccasins. Some preferred not to wear leggings when hunting or fighting.

1. Give reasons why the Indians would wear leggings.
2. About how high up the leg did the leggings reach?
3. The leggings were seldom made of buffalo hide. Why?
4. How were the leggings held up?
5. What was done to the leggings to make them attractive?

Patterns for leggings

Figure 1

Figure 2

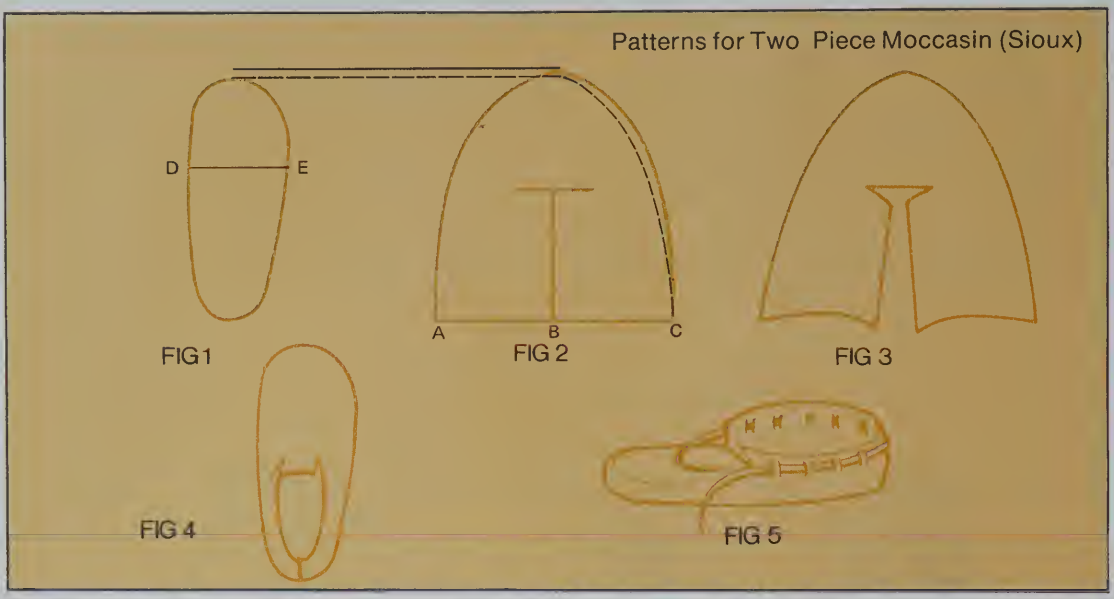
Did You Know?

– Leggings worn by the Plains Indians sometimes had wide flaps on the outside and are believed to be the *origin* of the cowboy's *chaps*.

Something To Do

Make a pair of leggings to fit you by enlarging the pattern.

1. On a folded piece of heavy paper (two thicknesses), draw the pattern for the leggings. (Figure 1: AB is the folded edge.)
2. Cut along lines AF, BD and DF.
3. Open folded paper. Your pattern should resemble Figure 2.
4. Refold paper so that it looks like Figure 1.
5. Fasten the two folded layers of paper along C E by placing straight pins every 5-6 inches.
6. Slip leg through legging; trim so that it fits snugly under leg and falls to ankle.
7. Remove leg, take out pins, open out pattern (Figure 2) and place it on the material you've chosen for leggings.
8. Pin pattern to material and cut out.
9. Refold material.
10. Sew along CE, FE, ED, and CD.
11. Punch hole at top of outside edge (near F, Figure 1).
12. Slip lacing through holes to be fastened to waist.
13. Repeat process for legging for other leg.
14. Decorate your pair of leggings.



Something To Do

Follow these directions carefully to make a pair of moccasins.

1. Make a pattern of the sole by placing one of your feet, without the shoe, on a piece of heavy paper and drawing an outline of your foot on it.
2. Draw a line about ¼ inch all the way around your outline.
3. Cut along this line.
4. Draw a pattern of the upper (Figure 2). This pattern should be about ½ inch longer than the sole; the distance across the bottom of the pattern (AC) should be about 3 times the distance across the sole at the widest place (DE of Figure 1).
5. Cut out the pattern.
6. Cut along the "T" of the pattern and fold back the two flaps (Figure 3).
7. Fold pattern so that the two halves of the bottom of the pattern (AB and BC) overlap slightly (see Figure 4), fasten together *temporarily* (a paper clip will work well).
8. Match the upper to the sole and trim so that the sole is about ¼ inch larger.
9. Decide what materials you plan to use for the sole and upper. Use the two completed patterns to cut these materials the correct size and shape.
10. Sew sole and upper together by turning upper inside out. Start at toe and sew halfway back on each side. Turn toe right side out. Complete sewing down each side, around heel and up heel seam. Turn whole moccasin right side out.
11. Cut slits along the 'cuff' of the upper and insert lacing (Figure 5). To make the moccasin for the other foot just reverse the patterns.

Did You Know?

- When the white man was still stuffing his feet into shoes which were identical for both feet, the Plains Indians' moccasins were shaped to fit the right or left foot.
- Plains Indians never wore stockings.

The Plains Indians often wore a kind of shirt made of two tanned animal skins. It had no sleeves and was worn as a *poncho.*
To make a better fitting shirt, with sleeves, several skins were cut and sewn.

The skins of what animals would have been used for these shirts? Why?
How were they different from shirts we wear today?

Study the diagrams and suggest the steps you would take to make an Indian shirt (Figure 2) from animal skins (Figure 1).

How to make a sleeveless Shirt (poncho)

FIG 1

FIG 2

GAMES

When Grandfather turned the cups upside down and began moving them around in front of the boys, Paul looked puzzled. "Grandfather's going to show you a very old game. Long ago our people played it using moccasins and a pebble. But Grandfather and I use cups and a nickel. If I guess which cup the money's under, I get to keep it. Do you want to play?"

That One!

The circle of warriors had become strangely quiet. Usually when they gambled they shouted loudly at every win or loss, but they knew that Shunkaluta had now wagered his last pony. The men were watching so intently that they did not notice the boy creeping up behind them. Tetanica moved cautiously so that he could stay and watch the game. Everyone leaned forward eagerly to see whether the young brave could choose which moccasin held the pebble.

To the men, all this was great fun but Tetanica was worried and unhappy. He was Shunkaluta's favourite and the brave had taught him to ride and hunt. He had grown very fond of Shunkaluta's smallest pony and now that animal would be lost if his friend chose wrongly.

Suddenly Shunkaluta looked up and saw the boy crouching in the background. He laughed, reached out, and grabbed Tetanica by the arm. "Come, my little friend. You have brought me luck in the hunt and I need luck now. You decide which moccasin hides the stone."

The boy's eyes grew large. His heart pounded. His throat grew dry. The thought of losing the pony saddened him. Desperately, his eyes moved over the moccasins. "Which?" he wondered silently. "The large one on the end. Perhaps the one in the middle. Or--"

His hand crept forward. His fingers neared his choice. "That one," he whispered hoarsely. Everyone leaned forward hushed and expectant. As the moccasin was lifted, a great shout went up and Tetanica raced from the tipi. He had to tell the pony that he had chosen correctly.

The Plains Indians appreciated games of excitement and skill. Both horse and foot races were popular, as well as archery contests, spear-throwing games such as hoop and pole, and snowsnakes. They loved gambling, and often wagered on the games they played. Group games, played in a warlike manner, were considered to be excellent training for battle. In fact, the Indians considered horse-stealing raids and warfare itself the greatest of games.

WARFARE

The horse brought a wonderful new life to the Indian. Camps could be moved easily and buffalo followed great distances. Food, clothing and shelter became plentiful. Better still, now there was more time for war. Some of the fighting was to protect the hunting grounds, some for revenge, but mostly it became an exciting game, full of risk and adventure — a way of gaining honour. The objective was not so much killing the enemy as exposing oneself to danger. Like any game it had definite rules, customs, and a scoring system.

Each warrior kept a count of his brave deeds or *coups*. The highest was to be the first to touch a living enemy in battle. There were many other ways to *count coup,* for example, stealing a pony from an enemy encampment. Suggest other ways an Indian might count coup. To show the number and kind of coup he had to his credit, the warrior wore feathers, called coup feathers. Each feather represented a certain kind of daring act.

Did You Know?

- When a warrior won 30 coup feathers, he earned the right to wear a war bonnet.
- The war bonnet was considered *big medicine* and was thought to protect the wearer in battle.
- A youth who had not counted coup had not reached manhood. He could not marry. He had to remain silent at council meetings. He could not take part in dances where warriors told of their bravery.

Coup Feathers

1. rode among enemy unarmed
2. touched slain enemy
3. stole horse from enemy camp
4. wounded by enemy

5 received many wounds
6 killed an enemy
7 cut enemy's throat
8 killed and scalped enemy

Something To Do

Pretend you have achieved certain coups in battle. Cut and colour feathers for your head and have the class suggest what your brave deeds have been.

There was much magic connected with warfare. Each Indian carried with him his own medicine bag of *sacred* objects.
Why would he carry this? Where?
What objects might it contain?
Why were these objects considered sacred?

Did You Know?

– An Indian could reach his arrows, fit them to the bow, aim, and shoot so fast that several would be in the air at one time. The artist Catlin once saw Mandans play the game, with some Indians getting as many as eight arrows in flight at once.

"Come on, I'll let you try my bow," said Johnny Joseph as the boys left the tipi.
"Where's the target?" asked Paul.
"We don't always use a target. I like the game where you see how many arrows you can put into the air before your first one hits the ground. Would you like to try it?"

WEAPONS

The Indian had to make his weapons from the materials he was able to find around him. Though crude, these weapons served the Indian well in his battles.

The bow and arrow and the war club were the Indians' main weapons. The bow, about 4 feet long, was made of many kinds of wood. Yew and Osage Orange were best but hard to find. The Indians of the central plains had to make their bows out of any wood they could find. At times even willow had to be used.

1. What do you think the Indian would have to do with a bow made of this weak wood to keep it from breaking?
2. What other woods might they have used for their bows?
3. Making the bow and arrows required hours of careful work. Why was it important to the Indian that his work be the best?

Bow

These are the six steps taken by the Indian in making his bow. Rearrange them in the proper order.

(a) ends of bow notched to hold bowstring
(b) branch carefully shaped with knife and rubbed smooth
(c) bow decorated
(d) branch trimmed of bark and left high in tipi where heat and smoke *seasoned* it
(e) branch cut from tree
(f) bow bent and bowstring attached

1. What might the Indian have used to smooth his bow?
2. The wood for the bow was usually cut in the winter. Why?
3. Most bows were flat when not strung. Some warriors, however, preferred a curved bow. How do you think this graceful curve was obtained?
4. Of what might the string for the bow be made?

Did You Know?

– A well-made bow was capable of shooting an arrow as far as 500 feet.

Arrows

Shafts for arrows were also cut in the winter. After they were cut the proper length and seasoned,.they were pushed back and forth through a hole in a piece of stone or bone. Why?

Ash was a good wood for arrow shafts but not for bows. Explain why.

A notch was then cut in one end of the shaft, into which the bowstring was placed. In the other end, a second notch was cut to hold the arrowhead, which was set deep into the notch, glued and wrapped tightly. Sharp pieces of *flint* were commonly used for arrowheads. Suggest some other materials that the Indian could use for this purpose.

From what would the glue be made?

What material would be used to tie the arrowhead tightly?

The final step in making an arrow was to attach the feathers. Three feathers were glued near the end of the shaft.

What purpose did these feathers serve?

The feathers from two kinds of birds were most often used. Discover the names of these birds.

Did You Know?

- The arrows of the Plains Indians had grooves, usually three, running from the arrowhead to the feathers. They were sometimes straight but usually wavy and were believed by the Indians to make the arrows fly better.

Quiver

The Indian carried his arrows in a long bag called a *quiver.* This quiver was carried across the back and held with a strap which went over the right shoulder, across the chest and under the left arm.

Why was this a good place to carry arrows?

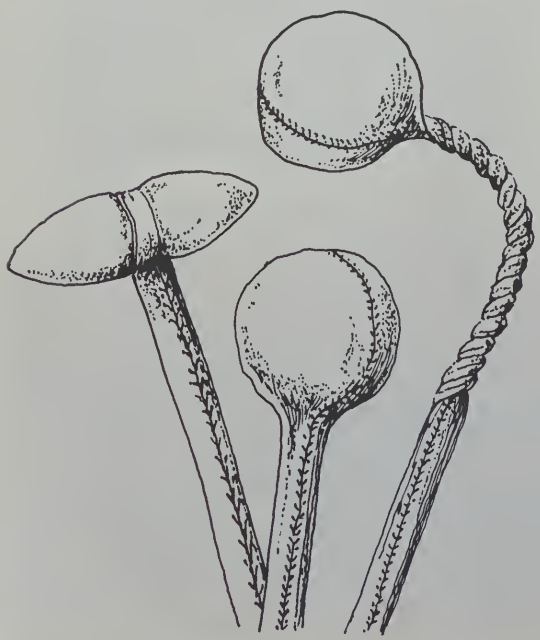
Why were the arrows placed in the quiver with the feathered end sticking out?

Some Indians also preferred to carry their unstrung bows in a case.

Lance

Another popular weapon among the Plains Indians was the lance. It was not thrown but used rather as a *thrusting* weapon. On one end was fastened a point similar to that of the arrow but much larger.

About how long was the lance?
With what was it decorated?



Warclub

Another favourite weapon was the warclub.

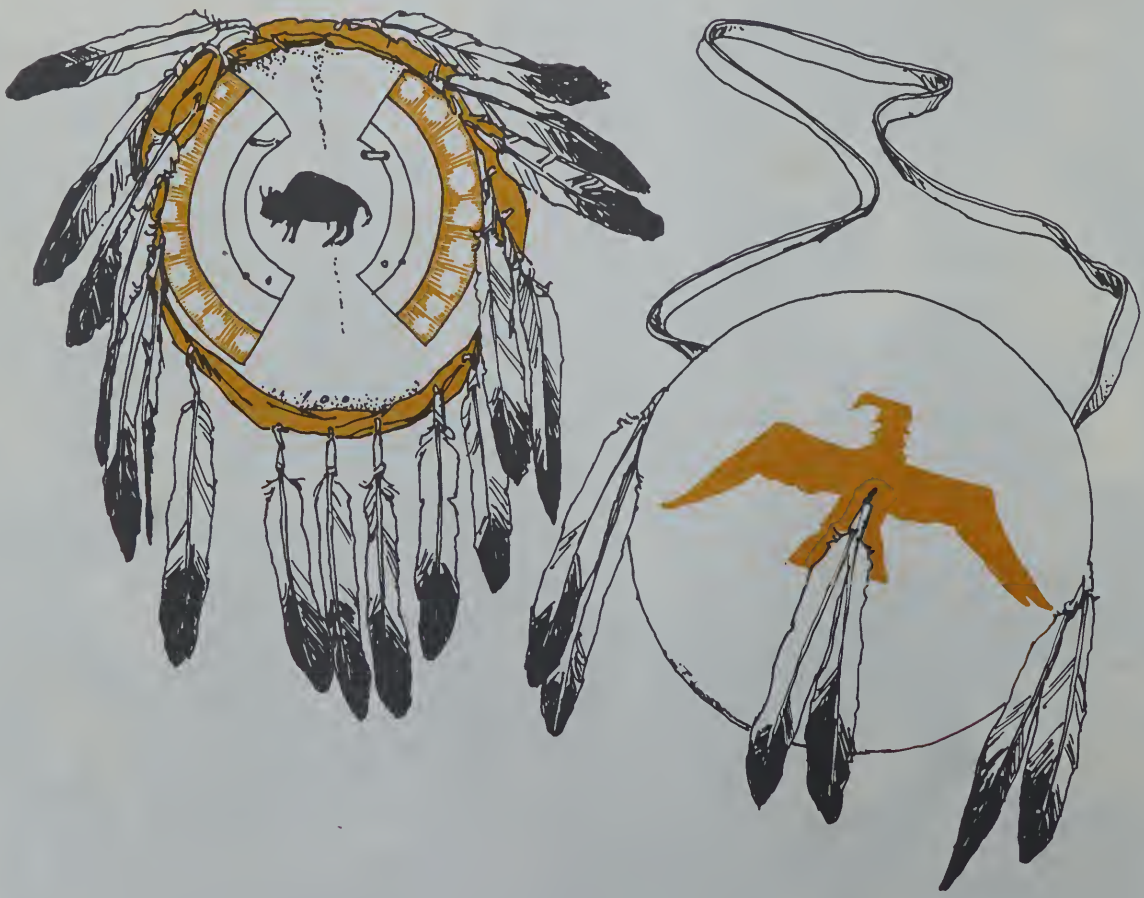
How are the clubs different?
A large stone was used in making each club. Select one of the clubs and explain how it would be constructed. Try to make one yourself.

Shield

To protect himself against the arrows, lances, and warclubs of enemy braves, the Indian carried his shield into battle.

The shield was made by the warrior himself but decorated by the *medicine man* while the owner told of the many brave and daring things he had done. As the medicine man painted the designs on the shield he prayed and sang songs. The shield was then believed to have *protective powers* and was often covered until just before a battle. Then it was uncovered and waved about to show the enemy its powerful *medicine*.

Suggest what material would be used to make the shield.
What shape was the shield?
About how big was it?
A bullet could pierce a shield, yet the Indians carried them into battle against men armed with rifles.
Tell why you think they did so.
In camp the shield was often hung on a tripod behind the tipi.
Why do you think this was done?
Do you think this was effective?



Did You Know?

- To give a shield protective powers, the medicine man was usually paid a horse or two by the owner. Until a young man could afford this, he would use his robe folded several times around his arm for protection in battle.
- Crow shields were beautifully decorated and thought to have many powers. Enemies of the Crow tried to capture their shields in battle even at great risk.
- Parfleche was another name used for rawhide because one of the first uses was for shields. It comes from two French words "parer" meaning to parry or ward off, and "fleche" meaning arrow.

Short Bull is wearing a "vest" in this picture.

1. Of what material do you think it is made?
2. On what occasions might such a vest be worn? Why?

Something To Do

Make and decorate a Plains Indian shield.

When Europeans came to North America, the Indians acquired steel knives, tomahawks and rifles. It was not until they could obtain repeating rifles such as the Winchester, however, that they began to discard their bows.

Why would the Indian prefer the bow and arrow to a single shot rifle such as the Springfield?

When the Indians began to use rifles, how did they become dependent upon the white man?

Sinopah Rides To Battle

After the scouts reported an enemy camp only two days ride away, Cawyutocon planned a raid to capture their horses. Sinopah knew that Cawyutocon was a great chief who had led many raids. He wore many coup feathers, and had never lost a warrior.

Messengers invited the braves to join the raid, and many young men smoked the pipe to show their willingness to take part. This time Sinopah too would ride with Cawyutocon! He was pleased that the medicine man's vision had been of a magnificent victory for his people.

Pemmican, weapons and medicine bags were readied. The group left camp. Each of the sixteen warriors led his war pony. When they neared the enemy camp, there was much to be done. All painted their bodies, put on their warshirts and fastened eagle feathers to the tails of their ponies. Some even painted magic symbols on their mounts. Then, seizing their weapons, they swept down upon the enemy.

Sinopah would never forget the thrill of this his first battle. The enemy were surprised but fought bravely. Sinopah urged his pony past a tipi. His heart pounded. Suddenly he was confronted with an enemy brave standing with drawn bow. Quickly, he struck out with his coup stick. As he felt it touch the enemy, a shout of joy left his lips.

Then Sinopah saw his brother's war pony stumble, throw its rider and gallop off. Realizing that Sixinoko was in danger, he raced forward. Without pausing in his gallop, Sinopah reached out, grasped his brother's hand and swung him up onto the pony.

Even under such a load the sturdy pony raced on, past struggling men and rearing ponies. Screams and shouts, pounding hoofs, grunts, groans and thudding bodies swirled around them.

Finally it ended. The enemy ponies were herded together and Cawyutocon led his group back to their camp. The happiest and proudest was Sinopah. Now he was a man! Now he too could speak in council. Now, when other men spoke of their daring deeds, he too would have a tale to tell.

1. What characteristics would an Indian need to be a good scout?
2. Why did the warriors lead rather than ride their war ponies to the battle site?
3. Find evidence that ceremony played an important part in preparing for battle.

Things To Do

When warriors returned from battle, they were expected to recount their brave deeds before the tribe. Pretend that you took part in this battle. How would you

describe your deeds?
Sketch the part of the battle that interested you most.

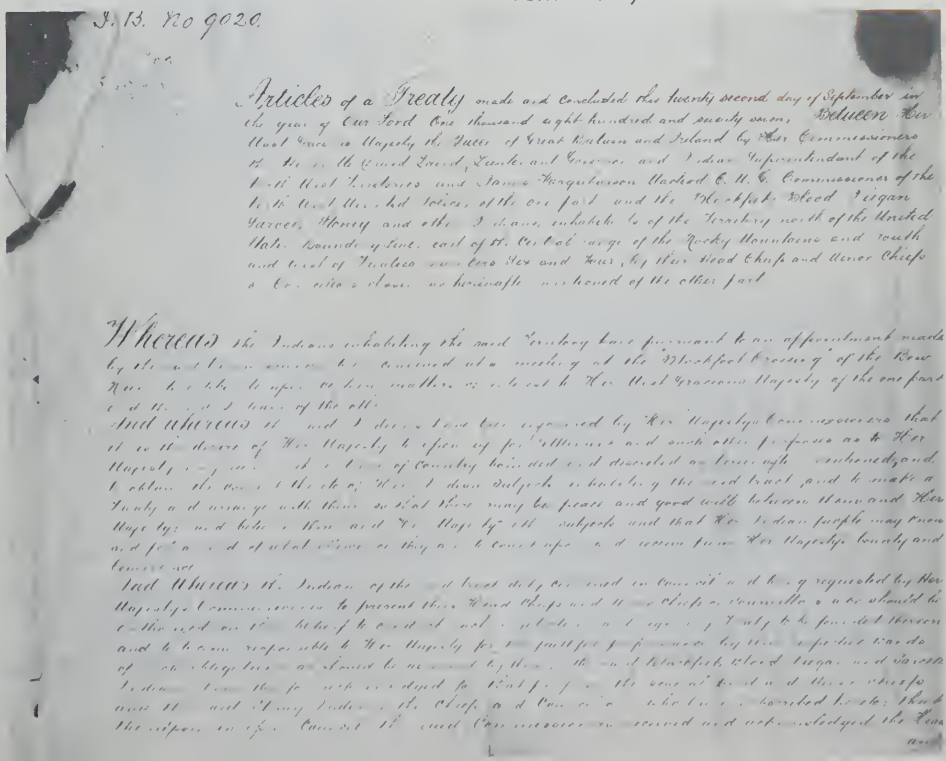
When Indian fought against Indian, the coup was more important than the kill. When white settlement began, the Indian was forced to change his *attitude* toward warfare. The settlers did not consider warfare with the Indians a game. What was their main aim when fighting Indians?
How would this change the attitude of the Indian?
By 1850, wagon trains full of *immigrants* were heading for the West Coast across the plains. Many of these people decided to settle along the way.
Suggest how the Indians probably felt about thousands of strangers beginning to settle on the Plains. Why?

What did many Indians do to try to stop this westward movement?
Treaties were made, and broken just about as quickly. Both sides attacked each other. As the frontier moved onto the plains, times of peace became rare, fighting more violent.
How did the war of the United States against the Plains Indians finally end?
Major *conflicts* with Indians were less frequent in Canada than in the United States. Try to find out why.

Did You Know?

- The custom of scalping was introduced to the Plains Indians by settlers from Eastern North America. They were paid bounties for dead Indians and scalped them for proof.

From Treaty No. 7



I.A.B. No 9020.

Articles of a Treaty made and concluded this twenty second day of September in the year of Our Lord One thousand eight hundred and ninety seven, Between Her Most Gracious Majesty the Queen of Great Britain and Ireland by Her Commissioners the Honourable David Laird, Lieutenant Governor and Indian Superintendent of the North West Territories and James Farquharson Macleod, C. M. G. Commissioner of the North West Mounted Police of the one part and the Blackfoot, Blood, Piegan, Sarcee, Stoney and other Indians, inhabitants of the Territory north of the United States boundary line, east of the Central range of the Rocky Mountains and south and west of Treaties number Two and Four, by their Head Chiefs and Minor Chiefs or Councillors hereinafter mentioned of the other part

Whereas the Indians inhabiting the said Territory have pursuant to an appointment made by the said Commissioners been convened at a meeting at the Blackfoot Crossing of the Bow River to deliberate upon certain matters of interest to Her Most Gracious Majesty of the one part and the said Indians of the other

And whereas it was deemed expedient by Her Majesty's Government that in view of Her Majesty's intention to open up for settlement and such other purposes as Her Majesty may see fit a tract of country hereinafter described and bounded, to obtain the consent thereto of Her said Indians interested therein and to make a Treaty and arrange with them so that there may be peace and good will between them and Her Majesty and that Her Majesty's said Indians may know and feel assured of what they are to depend upon and receive from Her Majesty's bounty and favour and

And whereas the Indians of the said tract duly convened in Council and being represented by Her Majesty's Commissioners to present their Head Chiefs and Minor Chiefs or Councillors who should be chosen by the said Indians as hereinafter mentioned have been satisfied with the terms of this Treaty and have thereunto and to the observance thereof duly authorized their said Chiefs to make and sign this Treaty on behalf of the bands they represent and to cause their respective Councillors to do and perform all such acts as may be necessary to give effect thereto and the said Chiefs have been assisted for that purpose by the aforesaid Minor Chiefs or Councillors of the several bands represented by them respectively and the said Blackfoot, Blood, Piegan and Sarcee Indians have therefore been invited to meet Her Majesty's said Commissioners and the said Stoney Indians have been represented at the said meeting by their Chiefs and Councillors who have been likewise invited thereto which Chiefs and Councillors have been identified as such by the Indian Agent and Interpreter of the said Indians and the said Commissioners have received and acknowledged the Treaty and

An Indian Hero

Bat, a brave Cheyenne leader, stood 6 feet 3 inches, weighed 230 pounds and was known to the settlers as Roman Nose. He always rode fearlessly into battle because there was great magic in his headdress. While he wore it, neither bullets nor arrows could harm him. Many times he rode up and down between battle lines without being wounded. This was a great inspiration to his warriors. Yet Roman Nose knew that if he ate food taken from a pot with an iron instrument, the magic would be broken.

In the summer of 1868, a group of Cheyenne, Sioux and Arapaho trapped a group of army scouts on an island in the Arickaree River. The night before the battle, Roman Nose was a guest in a Sioux lodge. Only after he had eaten did he realize that his bread had been taken from the pan with a fork.

The next morning Roman Nose did not ride to battle and his Cheyenne warriors were troubled and disheartened.

The other chiefs explained how badly he was needed. With the words, "I know that I shall be killed today," Roman Nose put on his war paint and war bonnet and went out to lead his men in a charge directly toward the enemy. His words came true, however, for he was shot and had to be carried back to the tents. As the sun was setting that evening, the brave chief died.

Below is a list of names of other Indian heroes. Try to discover something about each one.

Sitting Bull	Black Kettle
Crazy Horse	White Antelope
Little Crow	Sharp Nose
Rain in the Face	Wolf Robe
Red Cloud	Poundmaker

Ornamentation

"The Plains Indian decorated almost everything he wore or used." Examine the following sketch carefully to find illustrations of this statement.

Suggest some things not shown in the sketch that were also decorated. Find pictures or information to prove what you suggest is true.

Something To Do

Imagine that you had actually seen an Indian similar to the one in the sketch. Write a letter to a friend describing what you saw.

"Look, Dad. There's Johnny Joseph across the street. He looks different in that costume, doesn't he?"

"I'll say! It seems strange to see Indians dancing downtown in a big city."

"They're doing the Chicken Dance today. Johnny's grandfather told me about the Sun Dance too."

Chetanska The Brave

Tatanka and all the members of his tribe had been dancing for hours, in one spot, rising up and down on their toes. Sometimes they shuffled back and forth, always staring at the ceremonial bundle of brush and the buffalo hide tied to the central pole, over the altar of buffalo skulls.

For as many springs as anyone could remember, Tatanka's people had held the Sun Dance. Bands which had scattered during the winter came together. Old friends met again. Games were played. Courtships began and the military societies met. Tatanka had always enjoyed this, but this year's Sun Dance was different.

Four days ago, his brother Chetanska had begun fasting and thirsting. Now, painted and dressed only in a breechcloth, he entered the circle. Tatanka's mother and sisters came in too. The medicine man slashed their arms with his knife, but Tatanka knew they would not cry out, for they did not wish to spoil Chetanska's vision.

Tatanka was very proud of his brother. Chetanska was so brave that he did not flinch as the *skewers* were pushed through the muscles in his chest. He did not even grimace in pain as the thongs leading from the central pole were fastened to the skewers. Then the young warrior rose to his feet and flung himself outward so that the pull on his flesh would be almost unbearable. Never did his eyes leave the sacred objects at the top of the pole. Each breath sounded through the eagle-bone whistle in his mouth. Tatanka was certain that Chetanska would have a wonderful vision.

The Sun Dance was an important ceremony to most Plains Indian tribes. Learn what you can about the Sun Dance, the central pole and sacred objects. Discover what else the Indians did during the four days of the Sun Dance.

Dances and ceremonies played an important role throughout the lives of most of the Plains Indians. Most often they were associated with religion or warfare. Sometimes ceremonies were practised in private but most frequently in groups. They were usually enjoyable occasions and highlighted the social life of the tribes.

Scalp Dance

The men sang in this ceremony. What would their songs be about? What part did the women play in this ceremony?

Discover more about Indian ceremonies by investigating the following.

the Ghost Dance
the Sweat Lodge
the Horse Dance
medicine bundles
funeral rites
the pipe
the Buffalo Dance
fasting
striking the post
visions

Shield Ceremony

Young Indians required a shield when they reached warrior age. Describe what they are doing in the shield dance and suggest why.

A war dance was considered a religious ceremony to help ensure victory in battle. It was performed before engaging an enemy and strengthened the braves' courage.

Organize A War Dance

1. drummers around drum
2. warriors with weapons into circle
3. warriors seated in four groups facing the centre
4. drummers beat slow steady rhythm
5. sudden stop of drums
6. three sharp beats (signal for all warriors to rise and hop step to drum beats toward centre)
7. weapons raised as if to attack opposite group
8. war whoops sounded by all groups
9. as groups come together all turn
10. sneak slowly about circle three times (pretend to sneak up on enemy)

Hop Step

- low hop on first foot
- step out with second foot
- take a low hop

Toe-Heel Step

- touch toe to ground on first beat
- bring heel down hard on second beat
- shift weight and repeat with other foot

Flat Foot Step

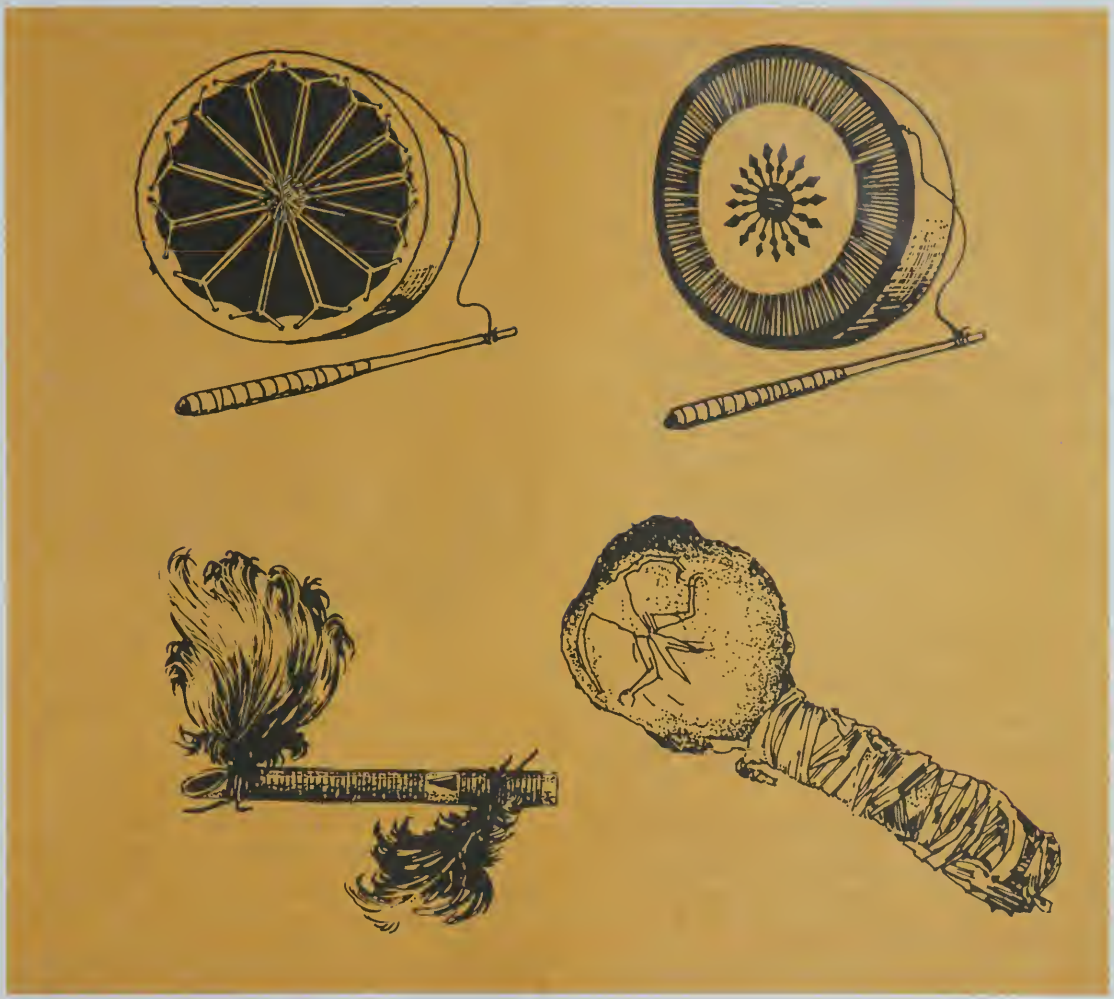
- like hop step except land after hop with whole foot on ground
- lift second foot quickly
- keep it parallel to the ground

11. slow drum beat alternating loud and soft as dancers change to toe-heel step
12. after third round warriors move independently with exaggerated body movements (pretend to attack enemy)
13. drummers speed up
14. warriors dance high action hop step
15. after four rounds of the circle warriors group into threes and/or fours
16. one in each group raises shield (defense)
17. others beat upon it with weapons (attack)
18. drum beat slightly slower
19. step changes to flat foot
20. one by one warriors driven off by defenders
21. all members move toward centre seeking out original groups
22. dancers return to hop step
23. drummers gradually speed up
24. drummers reach pace which dancers cannot maintain
25. warriors raise weapons
26. give loud war whoop
27. dash in four groups from circle to end dance

MUSICAL INSTRUMENTS

For most ceremonies only three types of instruments were used, the rattle, tambourine and whistle.
The Indians made their rattles from rawhide bags. They would fill a bag with sand when the rawhide was wet to help mould it to the desired shape.
A few pebbles would also be pushed inside.
When the rawhide dried, they would make a small opening and remove the sand.
The drum head was made of rawhide. It was stretched over a round, wooden frame when wet and heated as it dried, until it tightened and the desired tone was achieved.
Whistles were made from hollowed bones, most often from eagles or cranes. Usually only one or two notes could be played on such whistles.

You could make these instruments yourself. Suggest what materials you have available that would be suitable. Record how these materials would be used. Make instruments following your own instructions.
In the songs of the Plains Indians melodies were more important than words. Most songs were filled with nonsense syllables.



Things To Do

1. Try singing a few songs with syllables of your choice. Some examples: Calumet Song (Page 304, *The Book of Indian Crafts and Indian Lore),* Dance of the Dog Feast (Page 311), Dakota Sun Dance (Page 326).
2. Write to the Bureau of American Ethnology for additional information on Plains Indian songs.

"Shelley," called Paul. "Do you want to help me mail these postcards to Uncle David? He wanted some from the Calgary Stampede."

"Can you wait a minute? I'm just finishing today's page in the diary of our trip. We've done so many things I hardly get time to write them all down".

"You know," said Paul, "even long ago the Indians kept records and sent messages. Johnny Joseph explained it to me."

COMMUNICATIONS

Although Plains Indians spoke different languages in different tribes, they were not without a common means of *communication*. Sign language (*gestures* made with the arms and hands) was one.

Who else would use sign language to communicate with the Indians?

These gestures were generally understood throughout the plains.

Occasionally sign language was even used by members of the same tribe.

Suggest two situations in which this would be useful.

Use the following suggestions to help you create a sign language which could have been used by the Indians.

Decide upon a number of objects or ideas for which gestures would be necessary, for example: buffalo, horse, enemy, far, come.

Decide upon one appropriate gesture for each, for example: place hands curved and pointing above each ear to represent "buffalo".

"Translate" a few simple sentences into sign language, for example: Many soldiers have crossed the river and are coming toward your village.

Something To Do

Have some members of the class act out a situation using sign language and see whether the others can understand what is being "said." The gestures used should be those agreed upon by the class.

tipi
both hands open, fingers up, tips touching

Chief
closed hand with index extended and pointing up near right cheek, passed as high as head, turned forward and downward

Closely related to sign language was the Indian *signal system*. Smoke signals were a common way of sending messages at greater distances than gestures could be seen. Horses were also used. An Indian atop a distant hill could, by moving his horse around in certain ways, send information to his fellow tribesmen miles away.

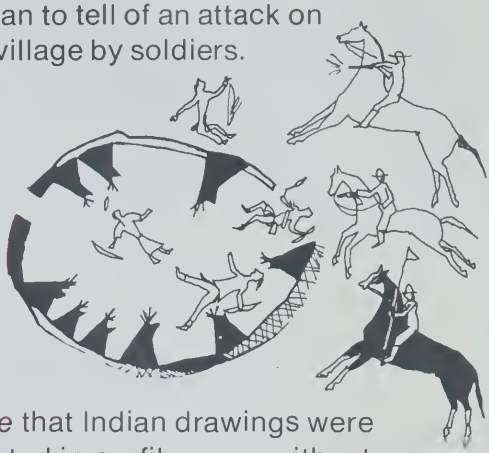
1. Discover two other ways that Indians signalled one another.
2. Draw a picture to show clearly how smoke was used to signal.

Did You Know?

– Our present semaphore system using a flag in each hand began on the plains. It is said to have been invented by an army officer, James Myer, after he watched a Comanche chief signal his warriors with his lance.

Picture Language

On their tipis and buffalo robes, Indian men often drew simple pictures of their *exploits.* This drawing could have been done by an Indian to tell of an attack on his village by soldiers.



Note that Indian drawings were painted in profile, were without background, did not show *perspective,* had no highlights or shadows and were limited to small scenes.

Translate the following statements into picture language.

1. a pony is stolen from beside the owner's tipi by a brave who has counted coup three times
2. with his lance a warrior kills an enemy chief
3. a brave returns to camp with three ponies he has stolen
4. two hunters on snowshoes shoot a buffalo with their bows and arrows

Something To Do

Make a simple drawing to represent something that could have happened in the life of an Indian.

Have your classmates guess what story your drawing tells.

Legends

Since the Plains Indians had no written language, they relied on their story tellers to remember and relate the glorious deeds of their past. Through folk tales and legends, much of their history, religion and moral beliefs was passed from generation to generation.

What could an Indian child learn from a lengend such as *The Beautiful One?*

The Beautiful One

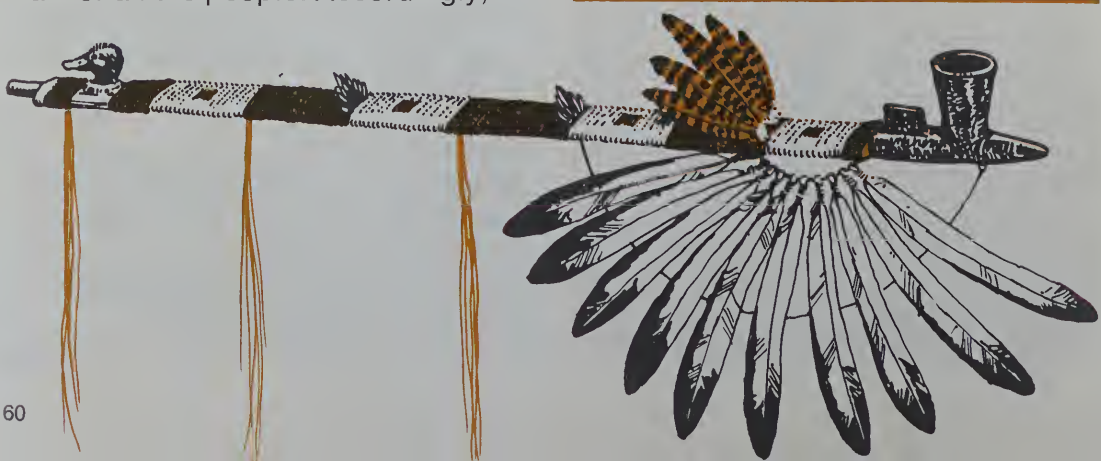
The men had hunted long and hard but had found nothing. As they began their return to camp, before them stood a beautiful maiden dressed in white. She smiled and said, "I come from the Buffalo People. I have a message for all your tribe."

They hurried back to camp, but no matter how fast, the woman was able to keep up with them, never seeming to tire. The chiefs spoke with her first, but she told them her message was for all the people. Accordingly, all the men, women and children were gathered together. The beautiful maiden began to speak. "You have been a good and faithful people. You have chosen to live in peace. Therefore you shall receive a powerful and sacred gift." A great murmur arose from the crowd. "The sacred gift is a pipe, a symbol of peace between all men. Use it in times of war, sickness and need."

As the people attended, the woman explained how to care for the pipe and how to use it. Finally she sat and smoked the pipe of peace with them. Then she turned and left and there on the plain, before their very eyes, the beautiful woman in the white robe became a white buffalo calf. Now they realized that their gift was indeed a sacred one. Before long all men of the tribe owned a replica of the sacred pipe. Such a pipe is used to this day, and is called the White Buffalo Calf Pipe.

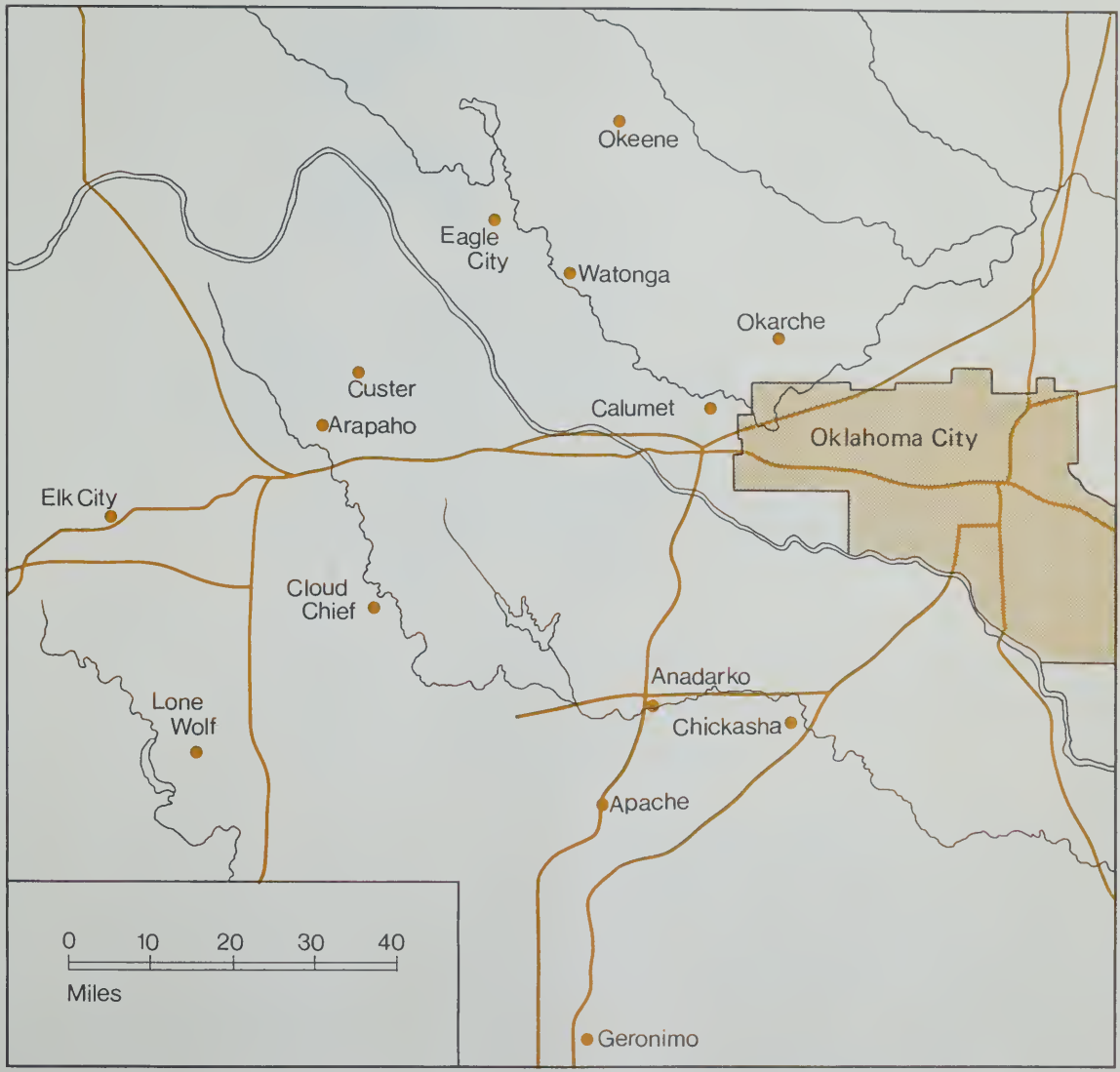
Something To Do

1. Convert this legend into a play to be performed before the class.
2. Make a collection of Plains Indians legends by researching in other books.



The Past On A Map

Place names on a map can be useful in learning about an area's history. On the roadmap of the western half of the state of Oklahoma, which place names tell you that this has long been Plains Indian Territory? Obtain maps of Plains states and provinces. Examine them to find place names relevant to things you have learned in this book.



"This has been a great week, Dad. I was told we'd see Indians at the Calgary Stampede, but I never expected to meet somebody like Johnny Joseph. I'm really going to miss him."

"Grab those suitcases, Paul," interrupted his father. "We'll never get to Banff at the rate you're moving."

Picking up the cases, Paul continued. "I'll appreciate Banff Indian Days more because of all that Johnny's told me about the way his people used to live. You know, Dad, that must have been a great life!"

"Johnny was showing me some pictures of his reservation," said Paul's father. "Did you get to see them?"

"Yes. They made me realize some of the changes that have taken place in the lives of the Plains Indian. Do you think their lives are better now than they used to be?"

"That's an interesting question, Paul. Let's talk about it while we drive."

Something To Do

1. Discover how Indians live on the Great Plains today and compare your findings with what you know about how they used to live.
2. Discuss why changes have occurred.
3. Debate this resolution:

"Life on the Great Plains is better for the Indian now than it was before the settlers arrived on the prairies."

"When the Buffalo went away,
the hearts of my people fell to the ground
and they could not lift them up again;
after this nothing happened.
There was little singing anywhere."

The Last Crow Chief
1848-1932

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Male Drawing of Cheyenne Dance ▷

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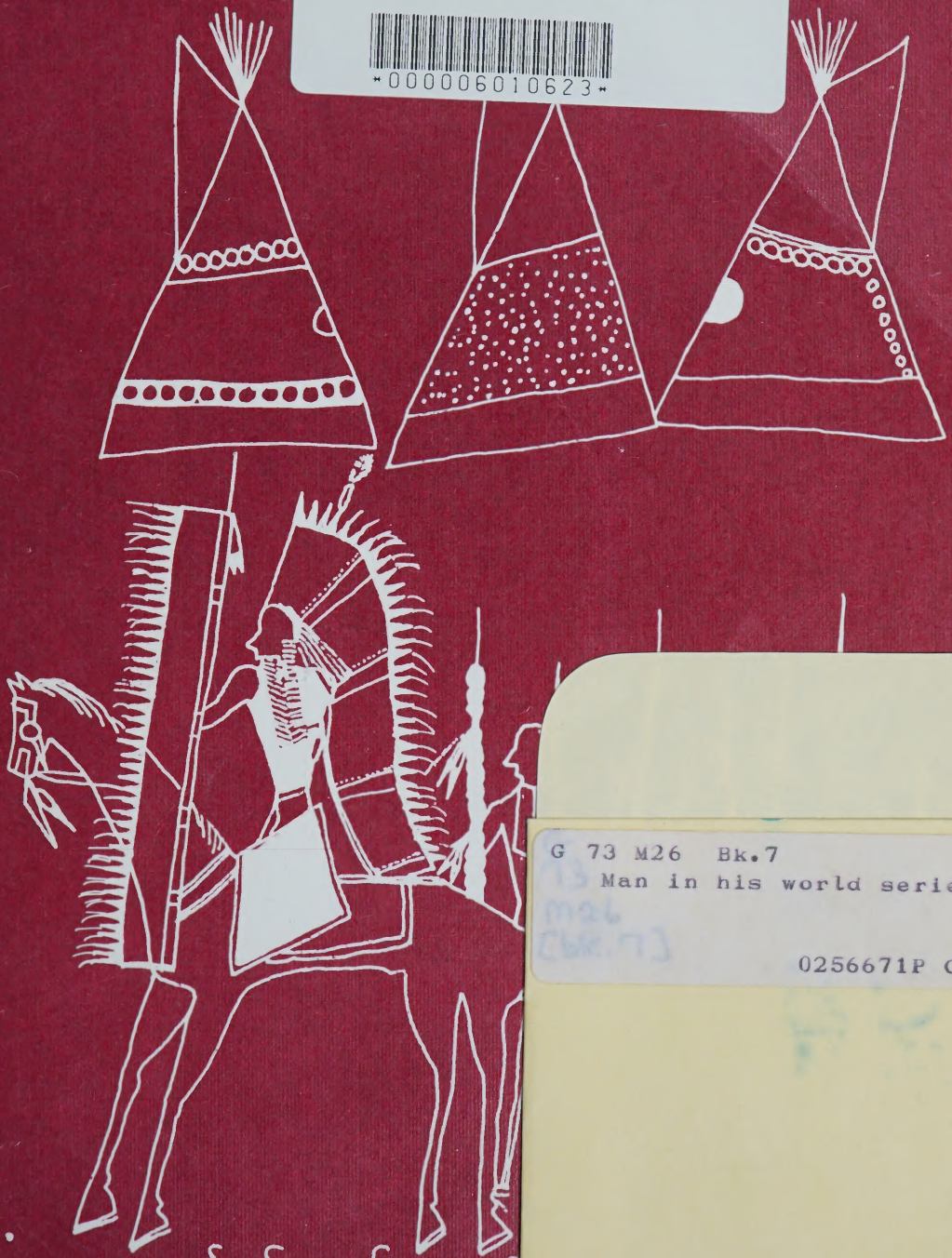

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